



COTTON BELT ELEMENTARY

1176 Black Highway
York, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 765 Students | |
| Principal | Mark Hendry | 803-684-1947 |
| Superintendent | Dr. Vernon Prosser | 803-684-9916 |
| Board Chair | Chris Revels | 803-925-2840 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Average | Below Average |
| 2007 | Average | Below Average |
| 2006 | Average | Below Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

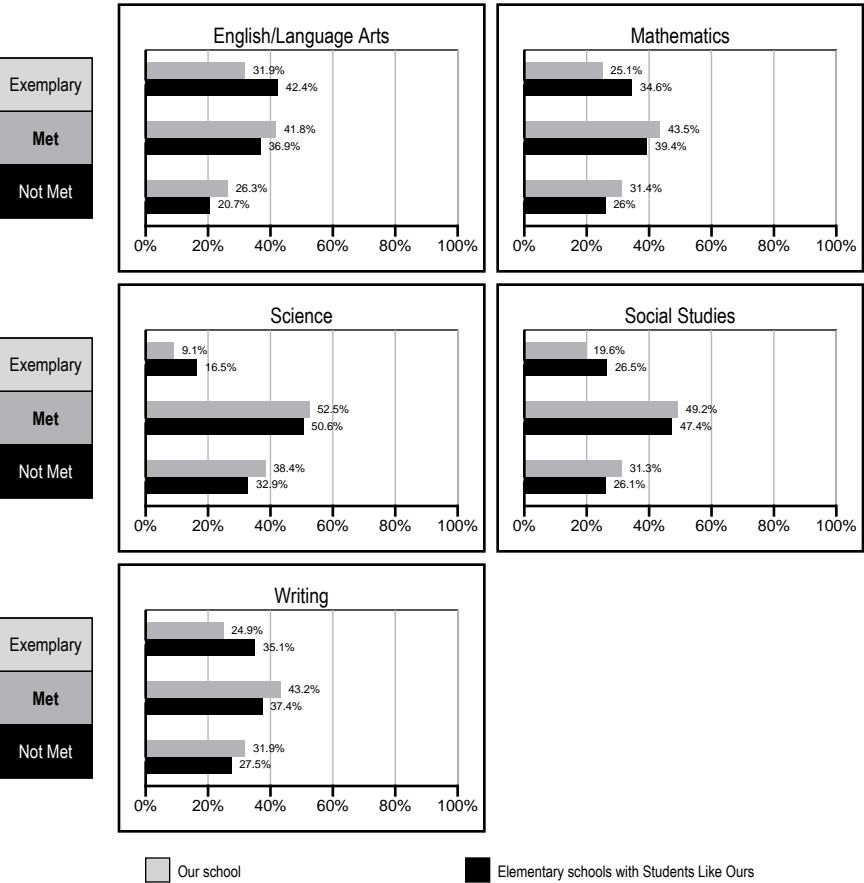
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 12 | 28 | 59 | 1 | 0 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=765) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.3% | Down from 2.8% | 1.1% | 1.2% |
| Attendance rate | 96.4% | Up from 96.1% | 96.0% | 96.1% |
| Eligible for gifted and talented | 9.0% | Down from 11.8% | 13.0% | 11.7% |
| With disabilities other than speech | 7.4% | Up from 6.0% | 8.5% | 8.0% |
| Older than usual for grade | 0.7% | Down from 0.8% | 0.3% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=43) | | | | |
| Teachers with advanced degrees | 69.8% | Down from 70.5% | 58.9% | 60.5% |
| Continuing contract teachers | 90.7% | Down from 93.2% | 84.6% | 84.6% |
| Teachers with emergency or provisional certificates | 2.5% | Up from 0.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 93.1% | Up from 88.0% | 86.9% | 87.0% |
| Teacher attendance rate | 95.5% | Up from 94.4% | 95.5% | 95.4% |
| Average teacher salary* | \$49,572 | Up 2.2% | \$47,210 | \$47,288 |
| Professional development days/teacher | 7.4 days | Down from 8.2 days | 9.9 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.7 to 1 | Up from 21.7 to 1 | 19.4 to 1 | 19.2 to 1 |
| Prime instructional time | 90.8% | Up from 89.7% | 91.1% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.1% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,415 | Up 5.6% | \$7,133 | \$7,548 |
| Percent of expenditures for instruction** | 74.4% | Down from 74.7% | 68.1% | 68.7% |
| Percent of expenditures for teacher salaries** | 71.8% | Up from 70.9% | 64.9% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2009-2010 school year at Cotton Belt has been one filled with lots of excitement, achievement, and challenge. Our students, staff, parents, and community members continue to work hard each and every day to provide an environment of excellence for our boys and girls. As in the past, improving student achievement continues to be a top priority. We were fortunate again this year to have met the federal requirements of NCLB Adequate Yearly Progress (AYP). This accomplishment is a tribute to the commitment and dedication of each member of the Cotton Belt family.

As always, our primary objective is to improve student achievement. We worked this year to accomplish this by focusing on four target areas: 1) data-driven instructional decisions, (2) literacy across the curriculum, (3) extra time/extra assistance, and (4) technology. We will continue to focus on these four areas during the 2010-2011 school year by using MAP data to make instructional decisions, providing a balanced literacy approach to teaching reading and writing, providing early intervention services for at-risk readers, and utilizing the promethean boards to enhance instruction.

As mentioned above, our parents and community members play an integral role in the success of our children. Our outstanding PTO, parent volunteers, community volunteers, and local businesses all work hard to help our students become successful. One idea to improve our school and student achievement came from this year's School Improvement Council. They applied for a grant to create an outdoor classroom for all of our students and teachers to use. We were thrilled to learn that the grant was approved and soon the building process will begin. The outdoor classroom will provide our students with hands-on learning opportunities across the curriculum. This is just one of many examples of how our parents are making a difference in the lives of our children.

As you review the data from this report card, please let it be a reminder that we still have much to do in order to prepare our students for their bright future. It truly does take a village to raise a child, and we look forward to the continued support of our parents and community to help our students reach their full potential. Many thanks to all of our stakeholders for this year's accomplishments and for making Cotton Belt a great place to learn.

Mark Hendry, Principal
Stephanie Ferguson, Chairperson/School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 114 | 79 |
| Percent satisfied with learning environment | 100.0% | 93.9% | 90.8% |
| Percent satisfied with social and physical environment | 100.0% | 91.2% | 90.9% |
| Percent satisfied with school-home relations | 82.8% | 86.8% | 87.0% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.4% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 372 | 99.7 | 26.6 | 41.4 | 32 | 86.4 | 83 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 207 | 99.5 | 30.5 | 43.7 | 25.9 | 83.8 | 80.1 | 80.1 | N/A | N/A |
| Female | 165 | 100 | 21.8 | 38.5 | 39.7 | 89.7 | 85.9 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 258 | 99.6 | 20.9 | 40.2 | 38.9 | 87.7 | 85.2 | 89.6 | Yes | Yes |
| African American | 93 | 100 | 44.3 | 39.8 | 15.9 | 81.8 | 75.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 94.7 | 92.7 | I/S | I/S |
| Hispanic | 13 | 100 | 7.7 | 69.2 | 23.1 | 92.3 | 78.2 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 69.2 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 96.6 | 50 | 33.3 | 16.7 | 54.2 | 49.7 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 16.7 | 58.3 | 25 | 91.7 | 79.3 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 228 | 99.6 | 34.4 | 44.2 | 21.4 | 82.3 | 77.8 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 372 | 99.7 | 31.4 | 43.3 | 25.2 | 81 | 84.3 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 207 | 99.5 | 34.5 | 40.1 | 25.4 | 80.2 | 82.3 | 78.4 | N/A | N/A |
| Female | 165 | 100 | 27.6 | 47.4 | 25 | 82.1 | 86.3 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 258 | 99.6 | 26.6 | 43.4 | 29.9 | 84.8 | 86.8 | 87.8 | Yes | Yes |
| African American | 93 | 100 | 43.2 | 40.9 | 15.9 | 72.7 | 75.1 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 89.5 | 93.5 | I/S | I/S |
| Hispanic | 13 | 100 | 30.8 | 61.5 | 7.7 | 69.2 | 83.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 76.9 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 96.6 | 75 | 8.3 | 16.7 | 50 | 58.1 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 25 | 66.7 | 8.3 | 75 | 84.1 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 228 | 99.6 | 36.7 | 45.1 | 18.1 | 76.3 | 80.3 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 254 | 100 | 38.2 | 52.7 | 9.1 | 61.8 | 68.4 | 67.3 |
| Gender | | | | | | | | |
| Male | 136 | 100 | 41.9 | 51.9 | 6.2 | 58.1 | 68.5 | 66.9 |
| Female | 118 | 100 | 33.9 | 53.6 | 12.5 | 66.1 | 68.3 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 166 | 100 | 29.9 | 58 | 12.1 | 70.1 | 73.2 | 79.6 |
| African American | 70 | 100 | 57.6 | 39.4 | 3 | 42.4 | 53.5 | 49.7 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 75 | 84.4 |
| Hispanic | 11 | 100 | N/A | N/A | N/A | 63.6 | 55.4 | 59.4 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 75 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 100 | N/A | N/A | N/A | 29.4 | 39.3 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 11 | 100 | N/A | N/A | N/A | 63.6 | 52.4 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 159 | 100 | 45.7 | 49 | 5.3 | 54.3 | 61.9 | 55.4 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 252 | 99.6 | 32 | 48.5 | 19.5 | 68 | 71 | 70.9 |
| Gender | | | | | | | | |
| Male | 137 | 100 | 34.8 | 44.7 | 20.5 | 65.2 | 70.2 | 70.1 |
| Female | 115 | 99.1 | 28.4 | 53.2 | 18.3 | 71.6 | 71.8 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 177 | 99.4 | 26.6 | 50.9 | 22.5 | 73.4 | 73.5 | 79.2 |
| African American | 60 | 100 | 49.1 | 40.4 | 10.5 | 50.9 | 59.8 | 58.4 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 85.7 | 86.8 |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | 76.2 | 68 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 68.4 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 100 | 56.3 | 37.5 | 6.3 | 43.8 | 43.5 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 75 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 151 | 99.3 | 39.4 | 47.2 | 13.4 | 60.6 | 64.5 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 380 | 98.2 | 31 | 44 | 25 | 69 | 70.9 | 72.1 | 96.4 | 96.1 |
| Gender | | | | | | | | | | |
| Male | 214 | 97.7 | 37.3 | 48.7 | 14 | 62.7 | 62 | 65.2 | 96.5 | 96.1 |
| Female | 166 | 98.8 | 23.2 | 38.1 | 38.7 | 76.8 | 79.7 | 79.2 | 96.3 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 262 | 97.7 | 26.7 | 42.9 | 30.4 | 73.3 | 74 | 80.8 | 96.2 | 95.8 |
| African American | 97 | 99 | 39.1 | 48.3 | 12.6 | 60.9 | 60.6 | 59.7 | 97 | 97.1 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 78.9 | 87 | 97.4 | 97.8 |
| Hispanic | 13 | 100 | 53.8 | 38.5 | 7.7 | 46.2 | 64.7 | 64.6 | 96.4 | 96.6 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 57.7 | 73.4 | 96.9 | 96.6 |
| Disability Status | | | | | | | | | | |
| Disabled | 31 | 83.9 | 52.4 | 28.6 | 19 | 47.6 | 29.9 | 27.7 | 94.5 | 95.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 50 | 41.7 | 8.3 | 50 | 59.8 | 63.7 | 97 | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 230 | 98.3 | 39.9 | 46 | 14.1 | 60.1 | 63.5 | 61.9 | 96 | 95.7 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 150 | 100 | 27.7 | 39.4 | 32.8 | 72.3 |
| | 4 | 124 | 100 | 32.2 | 40 | 27.8 | 67.8 |
| | 5 | 121 | 100 | 20.2 | 51.8 | 28.1 | 79.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 116 | 100 | 25.2 | 31.5 | 43.2 | 74.8 |
| | 4 | 135 | 100 | 26.2 | 45.4 | 28.5 | 73.8 |
| | 5 | 121 | 99.2 | 28.6 | 46.4 | 25 | 71.4 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 150 | 100 | 41.6 | 42.3 | 16.1 | 58.4 |
| | 4 | 124 | 100 | 20 | 49.6 | 30.4 | 80 |
| | 5 | 121 | 100 | 23.7 | 48.2 | 28.1 | 76.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 116 | 100 | 40.5 | 34.2 | 25.2 | 59.5 |
| | 4 | 135 | 100 | 26.9 | 50 | 23.1 | 73.1 |
| | 5 | 121 | 99.2 | 27.7 | 44.6 | 27.7 | 72.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 75 | 100 | 48.5 | 42.6 | 8.8 | 51.5 |
| | 4 | 124 | 100 | 30.4 | 57.4 | 12.2 | 69.6 |
| | 5 | 60 | 100 | 30.4 | 51.8 | 17.9 | 69.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 58 | 100 | 57.4 | 25.9 | 16.7 | 42.6 |
| | 4 | 135 | 100 | 32.3 | 61.5 | 6.2 | 67.7 |
| | 5 | 61 | 100 | 33.3 | 57.9 | 8.8 | 66.7 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 75 | 98.7 | 25 | 50 | 25 | 75 |
| | 4 | 124 | 100 | 16.5 | 55.7 | 27.8 | 83.5 |
| | 5 | 61 | 100 | 19 | 56.9 | 24.1 | 81 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 58 | 98.3 | 25 | 53.6 | 21.4 | 75 |
| | 4 | 135 | 100 | 32.3 | 49.2 | 18.5 | 67.7 |
| | 5 | 59 | 100 | 38.2 | 41.8 | 20 | 61.8 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 147 | 97.3 | 43.4 | 35.3 | 21.3 | 56.6 |
| | 4 | 124 | 98.4 | 32.8 | 55.2 | 12.1 | 67.2 |
| | 5 | 123 | 98.4 | 34.5 | 37.2 | 28.3 | 65.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 118 | 99.2 | 32.7 | 38.2 | 29.1 | 67.3 |
| | 4 | 138 | 98.6 | 30.5 | 45.3 | 24.2 | 69.5 |
| | 5 | 124 | 96.8 | 30 | 48.2 | 21.8 | 70 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample